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ABSTRACT

Appropriate for high school students, a research project to ascertain community needs and problems is outlined. Suggestions for research include areas of economic structure, government, education, and housing. Students are introduced to methods of data gathering (observation, questioning, and use of existing data) and to sources of data such as census tracts, Chamber of Commerce, League of Women Voters, and social science agencies. A discussion of random samples, systematic samples, and data interpretation is also provided. Questionnaires included in the document focus on research design, police/community relations, housing, and public opinion. The guide also describes polling procedures used in a New Jersey high school. (KC)

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Community Research Techniques

How & Why?

1974

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DATA COLLECTION: COMMUNITY RESEARCH – HOW AND WHY?

How can the community's desires be assessed?
What effect can the results of community research have on governmental decision-making?

INTRODUCTION

Through social or community research, facts and opinions indicating human needs and desires are assembled, organized and interpreted. The information thus obtained can be used to influence governmental decisions and public policy on all levels of government. For example, to bolster attempts to persuade local governmental officials of the need for more parks, a citizens' group might use the results of a community survey. If the poll indicates that a majority of citizens not only favor more parks but would be willing to pass a bond issue for them, the group would be in an excellent position to recommend to city council the submission of a bond proposal to the electorate. On the national level, Common Cause, ecological groups and consumer organizations utilize community research techniques to provide background data and supportive materials necessary for legislative proposals.

Students can best learn the techniques of conducting community research and its subsequent effect on the decision-making process by actually becoming involved in a community research project. Selection of an issue for research should be done with care. First, students should be acquainted with the method of issue analysis which enables students to distinguish between "real" issues and those issues created by the media or by political candidates. The use of the IPLE Voter Education Kit should be helpful in teaching this concept.

Dr. Carl Danziger of Rutgers University developed for IPLE material on community research which is included within *A Guide to Community Research* (page 5). This material should be studied carefully. The sample questionnaires included in this section and the Appendix should assist students in the development of their interview instruments.

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How is a research project initiated?

The first step in the research process is to choose a problem, concern or issue and to state it in very specific terms. The problem chosen might be almost anything with which you are concerned. The most important ingredient is the interest or desire to explore the problem. The term *problem*, as used in discussing research, means any topic of concern or any issue raised for study; it must not be restricted to "something wrong" or to something in conflict with your own or society's values.

It is helpful to state the problem in the form of a question. For example:

1. Does involvement in community organizations increase political awareness?
2. What is it like to live in a Mobile Home Park?
3. Are the residents in different parts of a city equally satisfied with police service?
4. What effect do wives and girlfriends have on the recidvism (return to prison) of parolees?
5. Are there some workable alternatives to marriage other than the present, nuclear family arrangement?
6. How do individuals decide which political party to support?

In formulating research projects, consideration must be given to whether or not the topic is useful, reasonable, and researchable. The following questions offer criteria:

1. Why do you want to study the topic?
2. Will the information obtained have some practical significance to "real life" situations?
3. Does the topic have theoretical importance and will the findings be useful in developing ideas or theories on the subject?
4. Is the topic sufficiently narrow to be handled with the time and resources available?

What is the purpose or goal of the study?

The second step in the research process after the selection of a topic is to clearly define the goal. Generally, research projects can be classified as either *exploratory* or *hypothesis-testing* although some projects have both goals.

Exploratory Study

The main purpose of the *exploratory study* is to examine a problem or field in order to uncover areas for more intensive study. This procedure is known as *descriptive analysis.* The goal is to describe accurately and systematically the actual situation. This type of study will usually answer such questions as who, what, where, when, or how much; for example:

a. What are the causes of drug addiction?

b. Who are the people living in a Mobile Home Park? Where do they come from (geographically)? How long do must mobile home dwellers live in one place?

c. What happens in a process of small group interaction? Does one person usually wind up as a leader of the group?

The descriptive or exploratory study, thus, simply summarizes the social reality; for example, with reference to the above questions:

a. Drug addiction is related to social status, age, education and ethnicity.

b. Mobile home dwellers are more likely to be young married couples or retirees rather than families with children. The average mobile home dweller moves his home infrequently; perhaps, only once every five years

c. Almost all groups tend to have the leadership role fall to one individual.

Hypothesis-Testing Study

The main purpose of the *hypothesis-testing study* is to determine the relationship between two or more variables. This *hypothesis-testing study* emphasizes the reasons for, or the causes of, an attitude or behavior. It attempts to explain the phenomenon rather than just describe it. This type of study answers the questions how and why? For example:

a. The lower the socio-economic status of [illegible]a, the less efficient are the public services.

b. The higher the social class background of the individual, the lower the possibility that he will have a "record" as a juvenile delinquent.

c. High income is positively related to voting Republican.

d. Marital status is related to rates to suicide: the likelihood of suicide increases for the single adult.

Each hypothesis contains two related variables:

a. *Socio-economic status* and *public services*

b. *Class* and *delinquency*

c. *Income* and *voting preference*

d. *Marital status* and *rates of suicide*

One variable is called the *independent variable*. This variable either comes prior in time to the other variable or is thought to be a possible *causal factor* of the other variable. The second variable is called the *dependent variable*. This either comes after the independent variable in time, or is the variable that must be explained by the project.

For example, income is the causal factor and therefore the independent variable to the voting preference, which is the dependent variable.

To summarize, the purpose of community research is either to explore and describe social phenomena or to test a hypothesis that examines the relationship between variables. In developing a hypothesis first, the variables should be clearly defined; second, the variables must be measured in some accurate way.

A GUIDE TO COMMUNITY RESEARCH

The local community provides a setting for numerous and varied research projects. Within a single community, research questions can concern issues of housing, education, politics, race relations, economic structure, police behavior, crime, delinquency, drugs, or a new life style, and answers can be found relating to all these issues.

Not so long ago community studies focused on problems between entire communities, since sociologists were as interested in discovering the differences between rural and urban communities as in describing individual towns and cities. Today, because of the effects of the mass media and rapid transportation, rural-urban differences are not as great as they once were, and community studies now focus on problems "within" the community. With this new perspective, researchers usually examine one area of community life at a time and often one particular question or issue.

This section presents three basic methods of data gathering which can be used either singly or in various combinations by the students in conducting their research. It examines the usefulness and practicality of each method in terms of community research. Four areas of community life are described which students may wish to survey. A sample questionnaire is also included in this section; others are to be found in the Appendix.

The three principal methods of gathering information for research are *observation*, *questioning*, and the *use of available data*.

Observation

Observation is a method frequently used in studying community activity. It involves taking notes on what is happening and studying them later for patterns of behavior that may emerge. An example of a research project based on observation is a study conducted by William Foote Whyte in an Italian slum in Boston in the 1940's, entitled *Street Corner Society*.[1] Whyte wanted to study the principal organizations in the Italian community. He lived in the area for three years, collecting a great deal of information on political activity, church involvement and family life. Eventually, he focused on the "street corner" gangs in the neighborhood. Observing two gangs, he learned, among other things, the differences in the behavior of gang leaders and followers and what purposes the gangs served for the boys in the neighborhood. He found, for example, that the gang leader was more likely than other gang members to fulfill all of his personal obligations, and that the leader always spent more money on his followers than they spent on him. Whyte noticed that in the absence of their leader, the members of the gang divided into a number of small groups rather than interacting as a single gang.

Other observation studies have examined church groups, community associations, bars and night clubs, and communes. In another well-known study using observation for data-gathering, Elliot Liebow described the day-to-day lives of unemployed black men in Washington, D.C.[2]

Although these studies seem particularly broad and time-consuming, observation is a useful and practical means of collecting data. Sociologists usually rely on observation when they can neither question the

[1] William Foote Whyte, *Street Corner Society* (Chicago: University of Chicago Press, 1943).

[2] Elliot Liebow, *Tally's Corner* (Boston: Little, Brown, 1967).

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persons studied nor use the available data. Sometimes people are unable to describe their behavior to an outside researcher. They have become so involved in their activities that they are not aware of certain recurring patterns in the group. For example, "Doc," one of Whyte's gang leaders did not realize that he typically initiated all action for the group without consulting other members, while followers discussed alternatives with each other in the leader's absence. Thus, Doc was unable to answer some questions about the gang's behavior.

Observation does not necessarily require extremely long periods of time such as a year or more. A researcher might attend city council meetings over a period of only weeks or months to learn how the representatives of different districts in the city differ from one another in their discussions of the issues and in their voting activity; or whether there are political factions among the council members; or simply how a formal council meeting proceeds.

An example of an even simpler use of observation is noting the types of people who use public transportation into and out of a particular area at different times of day. Buses traveling to some suburban communities in the early morning are crowded with domestic workers from a nearby central city, while transportation going in the other direction is primarily by commuting professionals. Even this simple observation can give the researcher an insight into the kind of community under study.

Regardless of the subject chosen for study, the method of observation for research contains some general limitations which must be recognized; one is a "biased viewpoint," involving subjectivity. People, including sociological researchers, often see what they want to see or what they expect to find. This may bias the results of a study. One means of avoiding this problem is to have two or more independent researchers observe the same activity. Since their notes are likely to differ, a consensus must be arrived at to determine what "really" happened.

There is no single set of instructions for note-taking in the observation method. Some researchers have clearly formulated questions in mind and use a short checklist of activities or brief notes. Others, feeling ignorant of the area under study, take very full notes on everything that occurs. Returning to the city council example, from newspaper accounts of previous meetings one researcher may already know that the council is divided into two factions and which members constitute the two sides. He may be interested in finding out whether the members of each faction speak primarily to each other or to members of the opposing group. A diagram will help him note very quickly who speaks to whom during a meeting. The page might look like this:

Councilman 1	~~1111~~ 1	Councilman 2
	11	Councilman 3
	111	Councilman 4
	~~1111~~ 1111	Councilman 5
Councilman 2	111	Councilman 1
	1	Councilman 3
	~~1111~~ 11	Councilman 4
	111	Councilman 5

He places a mark on the appropriate line each time one of the councilmen speaks to another. When the meeting is over he can tally his marks to secure an answer.

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A less knowledgeable researcher, on the other hand, may not know exactly in what aspects of the city council meetings he is interested. In this case, it is more appropriate to take very complete notes. With accurate notes on each agenda item, the researcher is better able to determine any predominant patterns of action. Generally it is wise to distinguish between actual *observations* and *interpretations* of what has been observed. Notes should include "facts" only. The facts can be interpreted after the observation is completed.

Another limitation to observation is a possible "control effect." The interaction or behavior under observation may change because of the observer's presence; people sometimes behave differently when they know they are being observed.

This limitation may be overcome by not revealing your presence or the purpose of your presence. This, however, presents another question – whether or not it is ethical to observe people without their knowledge. Each researcher must answer that question individually.

Observation taps behavior only; it does not reveal the attitudes and feelings of the individuals. To learn about these aspects of community life, the second method of data gathering – *questioning* – should be employed.

Questioning

Today, familiarity with national surveys and polls is great. The mass media report the findings of surveys regularly. Polls not only indicate how citizens feel about a certain issue but can also predict which candidate is likely to win an upcoming election.

Surveys are often conducted at the local level as well as the national level, although such results are not as widely reported. A research team may poll an entire community or smaller areas within the community such as political wards, neighborhoods, school districts, etc.

The basic tool in carrying out a survey is the questionnaire. Questionnaires may be self-administered, that is, filled out by the respondents themselves, or completed by an interviewer who personally asks the questions of the respondents. A good questionnaire should include, in addition to questions concerning the focus of the research (such as attitudes concerning the need for a day-care center in the area; feelings about police-community relations; landlord-tenant relations), questions on the background characteristics of the respondents. The selection of such questions depends in part on the object of the study. Questions frequently asked concern age, sex, marital status, occupation, income, education, religious preference, and possibly ethnic backgrounds. If the focus of a study is on a "felt" need for a day-care center in a neighborhood, the researcher would want to inquire about the number and age of children in each family.

A questionnaire must be designed to acquire the knowledge desired. It is said "a good question is a good tool" for developing the necessary empirical data. Thus, questions should be simply written, clear and neutral, without jargon, vagueness, or emotionally-charged words. Professional pollsters have discovered that "reliable and valid" questions will consistently result in respondents giving accurate answers. This consistency is essential if valid comparisons are to be made.

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The format of the questionnaire is important in securing the attention and cooperation of the respondent. Furthermore, an interviewer should never ask whether the respondent wants to answer the questionnaire. Instead, he should say he feels certain that the respondent will *want* to answer. Research has shown that with this positive approach, people are flattered that someone cares about their views and they respond accordingly.

Most questionnaires include questions involving knowledge, attitude, self-perception, and background. The initial questions should be direct but impersonal so that the respondent feels comfortable and will be cooperative. The questions then can become more "probing." Finally, after stressing confidentiality of the responses, background questions may be asked concerning the respondent's age, sex, race, and income.

Questionnaires should be pre-tested upon a small number of respondents before their final form and nature are decided. While the meaning of a question may seem clear, it might be completely misunderstood by respondents either because the phrasing is misleading or the technical language is difficult to understand.

Questioning is not limited to the use of detailed and specific questionnaires, but may involve intensive *interviews* with well-informed respondents. The interview may be the best approach when the student has limited knowledge about the area of inquiry. To find out how an important community decision has been made, the researcher may decide to question some of the people reported as participants by the local newspaper. Because intensive interviews require more time than questionnaire interviews, it is necessary to make an appointment with the respondent in advance, at which time the interviewer should indicate what subjects will be discussed in the interview and how long it will take. During the actual interview, it is wise to have a list of questions or subjects to be covered. Students should take notes as completely as possible and fill in any details at the conclusion of the interview.

Responsibilities of the Interviewer

Since the validity of a survey may well depend on the unbiased, professional conduct of the interviewers, students must be carefully trained in the techniques of conducting an interview. Basically, the role of the interviewer is:

1) to locate respondents
2) to establish rapport with respondents
3) to ask questions of respondents
4) to record answers from respondents

Considering these in order, first – to locate respondents, the research [illegible] coordinator generally assigns the interviewer an area to canvass.

Second – to establish rapport with the respondents, the manner and appearance of the interviewer is very important. The interviewer must be neat and clean in appearance, dressed in an appropriate style for the area. In a professional yet friendly manner, the interviewer should give his name, identify the sponsor of the survey, tell how the respondent was chosen and explain the confidentiality of the survey.

Third – to ask questions, the manner in which questions are asked is crucial, since the way they are posed may affect the answer. Consequently, the interviewer must remain absolutely neutral. He must emphasize that there is no "right" or "wrong" answer, and must not let his expressions or gestures indicate his personal preference.

Finally, to record the responses, the interviewer must be accurate. If the questionnaire is closed-ended wherein alternative responses are provided from which the respondent selects one or ranks the order of preference, the interviewer merely checks off the respondent's selection. However, if the questionnaire is open-ended wherein verbatim responses are requested, the interviewer's task is more difficult. In both cases, the interviewer must check carefully that answers have been recorded prior to proceeding to the next interview.

Practice through role playing should help students develop the interview techniques necessary for successful community research.

Use of Available Data

Data which have already been collected provide the best single source of information for obtaining an overall description of a community. For most communities, a vast reservoir of information is available in libraries, city and county offices, social service agencies, and newspaper files. The use of available data for social research is less expensive and less time-consuming than collecting new data through observation or questioning. Furthermore, available data covers a broader range of subject areas than any single first-hand data collection can provide.

The questions to ask of available data are: Is the information accurate? Does the information available help to answer my question? In some cases such available information will be too dated for your purposes; in others, it may not conform directly to your needs.

Some of the major sources of available information are:

1. Census Data – These can be found in local libraries or may be obtained directly from the Superintendent of Documents at the U.S. Government Printing Office in Washington. Local or county planning boards may also have census reports for public use. The census provides housing and population statistics for the United States as a whole, for states, counties, metropolitan areas, cities, and even small areas such as census tracts (especially defined by the Census Bureau) and city blocks. Population characteristics reported for each of these areas are color or race, sex, age, years of school completed, employment status, occupation, industry and class of worker, income, place of work, and other characteristics of the resident population. The data on housing includes such items as condition of the housing units, average number of rooms in residences, such household facilities as a telephone, a bathroom, complete kitchen equipment or basement, whether housing units are owned or rented by their occupant, median value of housing units in the area and the median monthly payment for rented units.

2. Historical information – Community histories, if available, will most likely be found at the local library or Historical Society.

3. Newspaper Clipping Files – Local newspaper offices not only have collections of back newspapers, but they often maintain clipping files indexed by subject areas and prominent community names for the use of their reporters. Outsiders are usually granted access to these files which are particularly useful for following the course of a community issue.

4. Chamber of Commerce – The local Chamber of Commerce can provide current information on local business and industry and growth projections.

5. League of Women Voters – The LWV usually publishes a factbook on local government describing its structure and functions and listing the names and addresses of government officials.

6. Information on Corporations -- The reference section of the local library should have *Moody's Industrial Manual, Poor's Register of Corporations, Directors and Executives,* and *Who's Who in America.*

7. Social Service Agencies -- These offices usually have information on the aspect of the community which concerns them. Examples are welfare agencies, health services, clinics, counseling services, drug rehabilitation centers, unemployment and job training offices, etc.

8. General Reference Material -- The public or university library in the community will probably have a special section on the city. In addition, the reference department may have useful information, and the reference librarian should be helpful.

Observation, questioning, and the use of available data are the three methods of collecting information for research in the community. Since each approach has advantages and limitations, the researcher should carefully consider the approach most useful for answering the specific concern about community life. These three data-collection procedures may be used in any combination which may lead to a clearer understanding of the phenomenon under study.

Some Areas to Investigate

This section discusses four areas of community life which may be of research interest to students -- economic structure, government, housing, and education. Recommendations for possible sources of information and suggestions for questions are included. There are many more areas of community life to consider and any number of questions to ask. The following discussions should be reviewed only as examples of possible research procedures.

Economic Structure

Perhaps the first question to ask about the economic structure of your community is: What are the principal businesses and industries? Every state publishes an *Industrial Directory* (available at the public library and university libraries) which lists every business employing over 100 people. There is a separate list for each county. In certain communities, special service institutions such as the educational system, government, hospitals, prisons, and so on, may employ large numbers of people. Census data can furnish or estimate the number of people employed in this sector.

For financial information about particular businesses, consult *Moody's Industrial Manual* and/or the companies' annual reports which are on file with the state's Secretary of State, and for information about corporation executives, see *Poor's Register of Corporations, Directors and Executives* or *Who's Who in Commerce and Industry.*

You may be interested in the labor movement in your community. You can find out what percentage of workers in your community are members of unions and the names of the largest unions in the area by asking at the local or regional AFL-CIO office. If you are curious about the history of the labor movement or labor-management relations in the community, you can interview local officials and gather further information by using newspaper clipping files and books. You might also interview local radio, television, or newspaper reporters who cover labor relations. To obtain information on working conditions in local employment situations, it is best to gather current data by either observation or questioning. You may also want to find out about migrant labor in the area, wages and working conditions.

Other questions to consider are: What types of control such as zoning ordinances, building code and sanitary code, are exercised over new housing construction? How well are controls enforced? How many people live in low-income or public housing projects? Are there any tenant organizations in the area? If so, what are their major complaints and activities? You should think of additional questions.

Education

As with the three aforementioned areas, data collection concerning the educational system should begin with available data. The local Board of Education is the most logical place to consult for the basic facts about the public school system, such as the names and boundaries of schools, budget appropriations and expenditures, number of students in the schools, etc. The state Department of Education can provide information on state laws and regulations affecting local school systems such as source of funds and policy on racial balance.

Some questions to consider might be: Who are the members of the Board of Education? How long do they serve? Are they elected or appointed? How much money does the city, state, and federal government contribute toward the local school budgets? Have local bond issues for education typically been approved or turned down? How much money is spent per pupil for the entire system and for each school? Are the schools overcrowded? How old are the school buildings? Are there plans for new facilities? What is the Board's stated policy towards innovations in education?

Are the teachers unionized? What positions on various issues do teacher organizations take? Is the "track" system used in junior and senior high schools? Can you obtain average reading and mathematics test scores for the entire school system or for individual schools? What is the drop-out rate in junior and senior high schools for particular schools and among blacks, whites, boys, and girls?

If you are interested in segregation in the schools, find out the racial composition of each school and the means by which the school board is attempting to desegregate the school system. How many children who are eligible to go to public schools attend private ones? How many attend private schools within the community? What are the opportunities for adult education in the community?

Summary

Economic structure, government, education, and housing are only four of many areas of community life which you as a social researcher may want to investigate. Think of other areas of interest for community research and formulate interesting and imaginative questions to ask. The advantageous and careful use of available public data will reduce time and expense in the data-collection process. If however, there are no data available for answering a question you might have, then you should conduct small scale studies, remembering the particular advantages and disadvantages of observation and questioning.

Consult page 16 for an "outline of questions" to assist you in designing and using a research instrument. One questionnaire, Police/Community Relations, is included, page 19 others are in the Appendix.

After preparing a suitable questionnaire, students proceed to the field work. Then the classroom discussion, based on a compilation of responses and other materials gathered, should heighten students' analytical and interpretive skills. A final report and/or public policy recommendations conclude the research project.

Residents' income is another aspect of a community's economic structure. You may want to know what percentages of local families fall into various income groups; how many families fall below the poverty level or in the very high income categories; where each income group lives. All of this information is available in printed reports from the Bureau of the Census. Your library should have them.

Other questions to consider about economic structure are: What is the local unemployment rate? Is the rate different for whites and blacks, males and females; Are there any job-training programs in the area? How many families or individuals are on welfare? You should think of more.

Government, Politics, Law Enforcement

To understand the structure of the local government, make a list and, if possible, an organizational chart of the city, county, and state elected and appointed offices with the duties of each office. The League of Women Voters probably can supply this information. If the League cannot, consult the city charter or the city or state government directory. Note the extent to which governmental units overlap in authority.

The extent to which a local government can perform the functions demanded by its citizens is limited by the amount of money it can raise from taxes and obtain from other governmental sources. You may want to find out what are the community's sources of income. Some possibilities are property taxes, sales taxes, sale of property, fines, fees, licenses, and grants-in-aid. What proportion of local income comes from the state? from the federal government? How does the city spend its money? A copy of the city's operating budget should be available at city hall. A useful way to present this information is to try drawing a circle divided into parts to show how much of each dollar spent goes to certain services.

To research the politics of an area, voting statistics, precinct maps and election laws are valuable sources available through the city or county clerk's office. Materials on political party structure should be obtained from party headquarters and should be supplemented by personal interviews.

If you are interested in the workings of the city council or assembly, attend a few meetings – they are open to the public. If you have a question about community or neighborhood attitudes concerning a particular political issue, conduct a small survey. If you are interested in the informal workings of the political parties, participate in a local campaign or interview some "insiders."

Law enforcement has become a topic of general interest in the last several years. Some people complain about police brutality and unfair treatment while others lament the lack of law and order and the rise of crime in the streets. To find out about police and community attitudes, you might interview residents from several areas of the community and some policemen as well.

Local police departments may have on file an annual report which gives the structure of the department and type of personnel (patrolmen, detectives, etc.) and reports statistics on crime, arrests, and convictions.

Housing

As mentioned in the discussion of available data, printed reports from the Census Bureau provide much information on the condition of housing in the community as a whole and in smaller areas such as census tracts and city blocks. You can learn where most homeowners and renters live, where the most and least expensive dwelling units are located, what kind of facilities the dwelling units in each block have, how many units are for sale, and the median price asked for the units on the market. These data can tell you how segregated housing is in your community and whether blacks pay higher rents than whites for housing of similar quality.

A Random Sample

After students have selected an issue for community research and have developed a questionnaire, they are ready to determine the extent of dissemination. How large should the sampling be? Since it is frequently impractical, if not impossible because of manpower and cost limitation, to survey an entire community, a method of random sampling must be devised. In a random sampling, a portion of the population is selected systematically. The basic rule for a random sampling is that every individual in the target population must have an equal chance to be selected.

The reliability of random samples is based on probability theory not on certainty.

Using a Table of Random Numbers to Select a Random Sample

One technique for selecting a random sample from a large population for research purposes is the use of a table of random numbers. The numbers on the following page are considered random, because they have been selected and arranged in the table in such a way that there is no pattern to their arrangement.

Random number tables may be used in any direction – up or down the columns, back and forth across rows, or even diagonally – in order to get a random sequence of numbers. This presupposes that you do not always start into a table at the same place and follow the same pattern, since it would then repeat the same sequence. A simple procedure for finding a starting point is to close your eyes and let your finger fall at some point on the table, then open your eyes and read off the closest digits above your finger. Use the digits to identify the row and column of your starting place.

Let us assume you wish to select a simple random sample of 30 from a population of 99 who comprise the residents in one square block area of town. The first step in selecting this random sample is to obtain a list which includes every member of the population. Then assign a number to each name on the list from 1 to 99. Now you are ready to use the table to select a simple random sample of 30 from the total population. You need use only a two-digit number. If the population you were sampling was a three digit number (i.e., from 100 to 999), you would need three-digit random numbers, which could be made by combining the columns on the table. More elaborate tables of random numbers for these purposes can be found in most textbooks on statistical methods.

It should be noted that if you come to a number which has already been used in your sample – for instance, going down the first column of two-digit numbers on the table, the numbers 97, 61, 11 appear more than once – you should skip it and go on to the next until you have chosen the desired number for the sample.

TABLE OF RANDOM NUMBERS

	1-4	5-8	9-12	13-16	17-20	21-24	25-28	29-32	33-36	37-40
1	23 15	75 48	59 01	83 72	59 93	76 24	97 08	86 55	23 03	67 44
2	05 54	55 50	43 10	53 74	35 08	90 61	18 37	44 10	96 22	13 43
3	14 87	16 03	50 32	40 43	62 23	50 05	10 03	22 11	54 38	08 34
4	38 97	67 49	51 94	05 17	58 53	78 80	49 01	94 32	42 87	16 95
5	97 31	26 17	18 99	75 53	08 70	94 25	12 58	41 54	83 21	05 13
6	11 74	26 93	81 44	33 93	08 72	32 79	73 31	18 22	64 70	68 50
7	43 36	12 88	59 11	01 64	36 23	93 00	90 04	99 43	64 07	40 36
8	93 80	62 04	78 38	26 80	44 91	55 75	11 89	32 58	47 55	25 71
9	49 54	01 31	81 08	42 98	41 87	69 53	82 96	61 77	73 80	95 27
10	36 76	87 26	33 37	94 82	15 69	41 95	96 86	70 45	27 48	38 80
11	07 09	25 23	92 24	72 71	26 07	06 55	84 53	44 67	33 84	53 20
12	43 31	00 10	81 44	86 38	03 07	52 55	51 61	48 89	74 29	46 47
13	61 57	00 63	60 06	17 36	37 75	63 14	89 51	23 35	01 74	69 93
14	31 35	28 37	99 10	77 91	89 41	31 57	97 64	48 72	58 48	69 19
15	57 04	88 65	26 27	79 59	36 82	90 52	95 65	46 35	06 53	22 54
16	09 24	34 42	00 68	72 10	71 37	30 72	97 57	56 09	29 82	76 50
17	97 95	53 50	18 40	39 48	83 20	52 23	08 25	21 22	53 26	15 87
18	93 73	25 95	70 43	78 19	88 85	56 67	16 68	26 95	99 64	45 69
19	72 62	11 12	25 00	92 26	82 64	35 66	65 94	34 71	68 75	18 67
20	61 02	07 44	18 45	37 12	07 94	95 91	73 78	66 99	53 61	93 78
21	97 83	98 54	74 33	05 59	17 18	45 47	35 41	44 22	03 42	30 00
22	89 16	09 71	92 22	23 29	06 37	35 95	54 54	89 88	43 81	63 61
23	25 96	68 82	20 62	87 17	92 65	02 82	35 28	62 84	91 95	48 83
24	81 44	33 17	19 05	04 95	48 06	74 69	00 75	67 65	01 71	65 45
25	11 32	25 49	31 42	36 23	43 86	08 62	49 76	67 42	24 52	32 45

A Systematic Sample

In selecting a representative sample from a list which includes the entire population of a particular group, an alternative method to the using of random numbers is systematic sampling. Follow these simple procedures:

First, examine the list of names for any evidence of order and trend (other than alphabetical). The list should not be ordered in such a way that sampling at intervals might bias the results, i.e. giving some types of cases a greater probability of selection than others.

Next, decide on the sampling interval. This interval may be obtained by dividing the total number of cases on the list (or an estimate of them) by the size of the sample desired. For example, if the list contains 500 names and a sample of 125 is desired, then the interval would be four and every fourth name on the list will be chosen. If a case is chosen which cannot be used in the sample, do not substitute, but continue the selection. When the bottom of a page is reached, treat the next page as a continuation of the same list (do not begin each page anew).

Note: Sampling from a card file can be done in essentially the same manner, except that the interval may be in inches, measured by a ruler. There should be only one card (or equal numbers of cards) for each case, and the cards should be tightly packed before selection.

Data Interpretation

Once the data has been collected, it is important to organize, record, and analyze the questionnaire response systematically. The learning experience in social research can be greatly enhanced by access to computer capabilities. In processing the data, every effort should be made to use the school business office computer equipment (if available), or to arrange computer time with a local business.

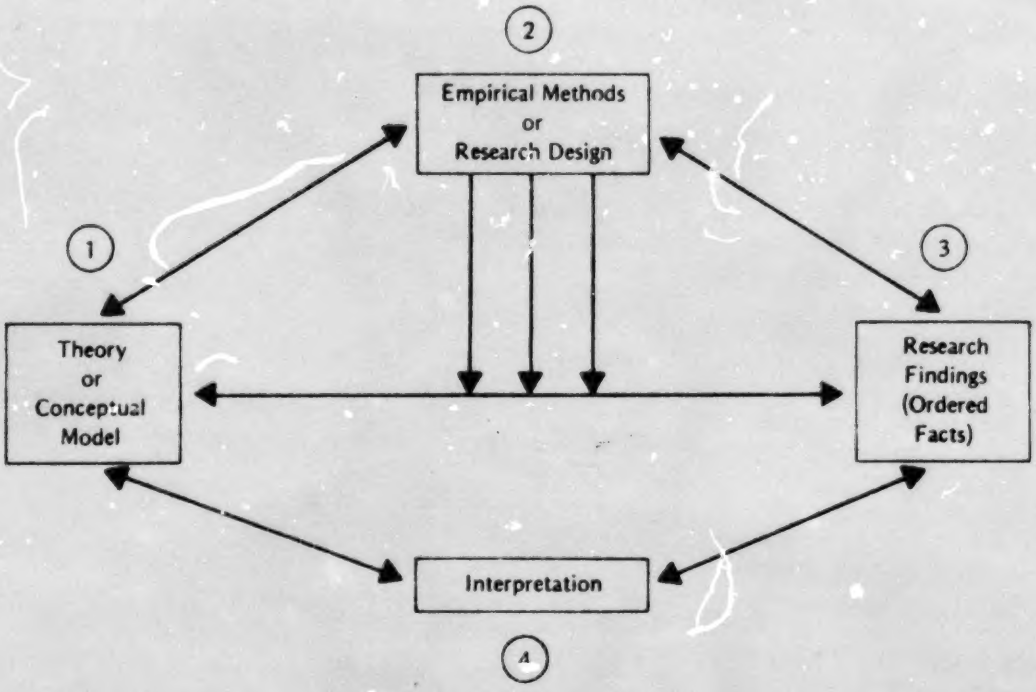
A Student Project

The project of Metuchen High School, Metuchen, New Jersey shows how a group of students organized and implemented a community poll. It is included in its entirety (page 27) to exemplify how a group of students used their newly acquired skills effectively. On the basis of a ten-week, 2000-call random telephone survey, students came within a few percentage points of predicting the outcome of a local election.

An Outline of Questions fo[r] Sociological Research

"Sociological Research assembles, organizes and interprets facts that help to explain human activity."

Diagram of the Research Process



Model or Theory – vague hunch or clearly formulated proposition.

Research Design – The methods to use or the procedure to follow in obtaining information (data) necessary to test the initial theory.

Questions to ask in designing the research project:

(1) What level is to be selected?
   a. individual
   b. dyad (pair)
   c. group
   d. society

(2) How many cases are needed? (the sample)
   a. single case
   b. few selected cases
   c. many selected cases

(3) What kind of sample will be taken?
   a. representational (i.e. random)
   b. analytic (i.e. chosen for specific reason)
   c. representational and analytic (stratified sample)

(4) Should information on the past and future be sought as well as on the present?
   a. present
   b. past
   c. future
   d. panel study (i.e. following the same individuals over an extended period of time in different situations)

(5) How much control should be retained over those being studied?
   a. no control
   b. unsystematic control
   c. systematic control

(6) What sources of data should be used?
   a. new data (collected specifically for the study)
   b. available data (already existing information)
   c. both

(7) In what way should data be gathered?
   a. observation
      1. participant observation
      2. non-participant observation
   b. questioning
      1. questionnaires
      2. interviews
         (a) structured – exact sequence of questioning
         (b) unstructured – exploratory
   c. combined questioning and observation

(8) How should the findings be analyzed, after the data have been collected?
   a. unsystematic description – perceptions
   b. systematic measurement – statistics
   c. both

(9) What are some of the problems of your relationship to the public?
   a. cooperation
   b. ethics
   c. time and money
   d. how realistic is the data
      1. validity – does it measure what is sought?
      2. reliability – is the measurement consistent?
      3. representative – is the sampling broad based?

Police/Community Relations Questionnaires

With the cooperation of the Newark Police Department, Rutgers – The State University is conducting a study of police/community relations. We are asking your cooperation in filling out this questionnaire. There are no right and wrong answers. There are only opinions, and every man is entitled to his own. The purpose of the study is to find out how you feel about the questions that are asked below. Do not sign your name. No one will ever know what opinion you personally have given. Our only request is that you give us your opinions as honestly and as accurately as you can, without being influenced by the opinions of others. We hope our study may prove useful for both police and the community of Newark.

Questions for the Police

1. Age at last birthday: ____ years old.

2. Rank: _____

3. In what capacity do you usually work as a policeman?
   - foot patrolman _____
   - motor patrol _____
   - motorcycle unit _____
   - traffic control _____

4. What was your usual occupation before becoming a policeman? _____

5. Have you served in the military? Yes___ No___ (If no, Go to Question 6)
   Army___ Navy___
   Marines___ Coast Guard___
   Air Force___ National Guard___

   In your military career, did you ever serve with the military police?
   Yes No If so, for how long?

6. Religious preference:
   - ____ Protestant
   - ____ Catholic
   - ____ Jewish
   - ____ Pentecostal
   - ____ Muslum

7. Marital status:
   - ____ Single
   - ____ Married
   - ____ Divorced
   - ____ Separated
   - ____ Widowed

8. Race:
   - ____ White
   - ____ Black
   - ____ Spanish
   - ____ Other (please specify)

9. How many children do you have? ____
   If you have children, do they attend public or private schools? ____ Public
   ____ Private

10. Number of years on the police force:

___6 mo. or less ___ 5-8 yrs
___6 mo. to 1 yr ___ 8-10 yrs
___1-2 yrs ___ 10-15 yrs
___2-3 yrs ___ more than
___3-5 yrs 15 yrs

11. Please indicate your approx. income:

___ $ 5,000 – 7,500 ___ $15,000 – 20,000
___ 7,500 – 10,000 ___ 20,000 – 25,000
___ 10,000 – 12,500 ___ 25,000 – 30,000
___ 12 500 – 15,000 ___ over 30,000

12. What was the last grade in school you finished?

___ 8th or less ___ some college or trade school
___ some high school ___ college graduate
___ high school graduate ___ graduate school

13. Where were your grandparents born? (If in USA, what part of the country?)

_____

14. If you are white, have you ever lived in the same neighborhood with black families?

___Yes ___No

15. If you are black, have you ever lived in the same neighborhood with white families?

___Yes ___No

16. In what social class were you raised?

___ Working Class
___ Lower Middle Class
___ Middle Class
___ Upper Middle Class
___ Upper Class

17. In what social class do you consider yourself now?

___ Working Class
___ Lower Middle Class
___ Middle Class
___ Upper Middle Class
___ Upper Class

18. What was your father's usual occupation? _____

19. How would you classify yourself politically (Check one in each column)

___ Democrat ___ Conservative
___ Republican ___ Moderate
___ Independent ___ Liberal
___ Radical

20. Generally, do you think the people in the neighborhood where you work have the same political ideas as you do?

___Yes ___No

1. a) Do you think the police operations in the neighborhood where you work are:
_____ very satisfactory ___ generally satisfactory ___ generally unsatisfactory ___ unsatisfactory
b) Why do you feel this way? _____
_____

2. How good a job do you think the police do in providing protection for the people in the neighborhood where you work?
_____ excellent _____ good _____ fair _____ poor

3. a) How much respect do you think the people in the neighborhood where you work have for the police? _____ a good deal _____ some _____ hardly any
b) Why do you think this is so? _____
_____

4. Do you think the police live in the same neighborhood where they work?
_____ most _____ some _____ hardly any _____ none

5. a) How do you think police service in the neighborhood where you work compares with other neighborhoods in Newark?
_____ better than most _____ about the same _____ not as good as other neighborhoods
b) Why? _____

6. How good a job do the police do being respectful to people in the neighborhood where you work?
_____ very good _____ pretty good _____ not so good

7. Would you want your child to be a policeman? _____ Yes _____ No
Why or why not? _____
_____

8. In your opinion, what is the main purpose that the police serve in the neighborhood where you work?
_____

9. In your opinion, which of the following is the biggest problem in the neighborhood where you work?

_____ crime in the streets	_____ burglary
_____ dope addiction	_____ juvenile delinquency
_____ need for better police protection	_____ murder

If none of these problems apply, please write the biggest problem below.

10. a) Do you think a white community objects to having a black policeman assigned to that area?
_____ Yes _____ No
b) Do you think a black community objects to having a white policeman assigned to that area?
_____ Yes _____ No

11. At the present time, do you think: (check one in each column)

there are enough blacks on the force _____ there are enough young men on the force _____
there are too many blacks on the force _____ the number is about right _____
the number is about right _____

12. In your daily experience, have you found it necessary to be more strict with:

a) male or female law violators _____male _____female
b) black or white law violators _____black _____white
c) law violators over 30 or under 30 _____ over 30 _____ under 30

13. If you were given your choice of district assignments, would you:

_____ like to work in a white neighborhood
_____ like to work in a black neighborhood
_____ like to work in a mixed neighborhood

14. In your opinion, about what percent of the arrests in your district involves:

a) black law violators _____ %
b) law violators under 30 _____ %
c) female law violators _____ %

Questions for the Community:

Read each statement and check whether you strongly agree, agree, disagree, or strongly disagree.

1. Women receive greater courtesy from the police than men do.
   _____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

2. Police treat people from the same background as themselves better than others.
   _____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

3. Police treat blacks and whites with equal respect.
   _____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

4. You would have to replace at least half of the police to get a really good police force in this community.
   _____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

5. Police let the black community in Newark get away with murder.
   _____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

6. If people don't treat the police with respect, then police should not treat them with respect.
   _____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

7. Police treat adults with more respect than they do young people.
   _____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

8. Police let the white community in Newark get away with murder.
   _____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

9. The way a person looks has a great deal to do with the way he will be treated by police.
   _____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

10. If you've got money, you don't have to worry about the police in Newark.
    Strongly agree Agree Disagree Strongly disagree

11. Blacks have less respect for law and order than whites do.
    _____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

Please check whether the following statements about police behavior happen frequently, sometimes or never happen in your neighborhood.

WHEN DEALING WITH PEOPLE IN THE NEIGHBORHOOD WHERE YOU WORK, GENERALLY THE POLICE:	HAPPENS IN NEIGHBORHOOD		
	Frequently	Sometimes	Never
1) Lack Respect, Use Insulting Language			
2) Give Everyone a Fair Shake			
3) Act like Bigshots			
4) Are Always There When you Need Them			
5) Use Unnecessary Force Making Arrests			
6) Are Friendly and Helpful			
7) Search People Without Good Reason			
8) Are Honest			
9) Search Cars Without Good Reason			

1. Have you, as a private citizen, been in contact with the police
   to report a crime _____ Yes _____ No
   because of a traffic violation _____ Yes _____ No
   stopped and questioned _____ Yes _____ No

2. Do you see any need for meeting the people in the neighborhood where you work
   a) Socially _____ Yes _____ No
   b) to increase community relations programs _____ Yes _____ No
   c) to discuss mutual problems _____ Yes _____ No

3. Do you think that the people in the neighborhood where you work would be willing to pay more taxes in order to increase police salaries? _____ Yes _____ No

4. In what section of Newark do you live? _____
   If not in Newark, please specify where: _____

THE ORGANIZATION OF A STUDENT POLL

by

Eugene Kelsey, Metuchen High School

The best way to run a well-organized poll is to select a group of about six students to do all the preliminary work and to make proposals on the operation of the poll for the class's approval. The committee would be responsible for making proposals as to the size of the sample, the area to be polled, and other such questions that would be difficult for a large group of students to decide. Even though these proposals are made by the committee, it is the class as a whole that should finally decide whether or not to use the committee's suggestions. Students who are chosen to be on the committee should have some basic background in American Government and should be willing to do the work involved. Besides the preliminary work, it is the committee that would do most of the tabulating.

First, the committee must decide on the size of the poll. Though the poll size is not extremely important, remember that if the poll is too small it will not be accurate and that if it is too large, it can become hard to manage effectively. There are many ways to determine the size of the sample. For example, a specific percentage (e.g. 10%) of the population could be surveyed and the student work-load apportioned accordingly. In another way, students (e.g. 30) agree to survey a certain number of people (e.g. five) each day and this would result in a poll of fifteen hundred over a ten-day period.

The next step in setting up the poll would be the drafting of the questionnaire. It must first be decided what type of questions are to be used. The two choices are short answer (fill-in-the-blank) or multiple choice; the latter is the easier to work with because of the time saved in the tabulating. Wording of questions should be objective.

> The questionnaire itself presents large problems. Great care must be exercised to avoid ambiguity, bias and, especially, generalities in the wording. Differences in phrasing may bring completely different answers. For example, if Northern whites are asked: "Do you support civil rights legislation aimed at bettering the Negro position in the nation?" they are likely to register general agreement. But if they are asked: "Would you like a black as a neighbor?" the answer in all probability will be a resounding negative.[1]

After the sample sheet is set up, polling may begin:

The next step would be to gather the group of interviewers. This group has the hardest and most important part of this project and the students that are doing this should be aware of the work involved. There are two methods of interviewing that can be used.
in person, such as going house-to-house or to a public place. Of the two methods, the quickest and most efficient would be the use of the telephone. Again this is a personal decision dependent upon the area involved. In assigning the interviewers to take their samples the committee must decide on the length of time available to take the sample. It can be taken all in one day which would give the interviewer the public feeling for that day, or they can operate for a length of time interviewing five people per student a day and this method would give the interviewer the changes in public feeling over a period of time. After it is decided how the process will be handled, they then assign the students to make their interviews. Remember, as in the drafting of the questionnaire, when asking the questions the interviewer must remain completely unbiased so as not to influence anyone's answers.

[1] Lester Markel, *What You Don't Know Can Hurt You* (Washington, D.C.: Public Affairs Press, 1972), p. 244.

It is important that interviewers maintain good records and return all interview sheets promptly. If sheets are not handed in, the poll's accuracy might be affected. Consequently, it may be advisable to assign each student a letter (e.g. A, B, C) and to letter and number consecutively each of the sample sheets. By this method, it can be quickly determined whether or not each student has returned his sheets.

After returns are received, tabulation can begin. This can be done day to day (to note changes in public feeling) or all at once. A group of about six students should be selected to tabulate the returns in order to minimize confusion. If calculators and adding machines are available or if students make up a tally sheet summarizing the sheets collected, tabulating time can be cut in half.

While final results are being tabulated, arrangements for an interview with a local newspaper should be made to offer them the story of your poll and the results. This could be done with one article or a series, such as one article stating the poll's predictions before the election, and another article after the election stating the percentage of accuracy of your poll.

The most important thing to remember while running this poll is *organization*. Without it, the poll will not run smoothly, and the degree of accuracy that was desired cannot be achieved.

THE METUCHEN HIGH SCHOOL POLL

For the past two years Metuchen High School's IPLE class has run a poll of the general election in November. Voter preference in choice of candidates and referendum questions were sampled. The two communities that were sampled were Edison and Metuchen. Edison was chosen for its population and Metuchen for its local interest.

Two identical samples were taken on two different occasions before the November election. This was done to note possible changes in public feeling as election time came closer. The first sample was taken four weeks before the election. The forms for each sample were handed out to forty students in the class. Compared to national samplings this would be considered a very large sample in proportion to population.

During the first sample, students used two methods in their interviewing: door to door and telephoning. The second sample was limited to the use of the telephone on a daily basis.

Out of the three thousand sample sheets that were handed out about 85 percent were returned for tabulation. Tabulation was done with the use of electronic calculators and adding machines.

Numerous articles appeared on the poll (see following pages) in a local newspaper stating the predictions, and then after the election comparing them to the actual results.

In the past two years the Metuchen High School poll has been very successful in predicting the election results and, in most cases, has predicted not only the winners but also the high and low vote-getters in each race.

Metuchen High School Poll 1974

1. Will you be voting in the upcoming November election? a. yes _____ b. no _____

2. If not, why?
   a. fed up with political system _____
   b. disinterest _____
   c. will be away _____
   d. not registered _____
   e. other _____

3. Age brackets?
   a. 18-25 _____
   b. 26-35 _____
   c. 36-50 _____
   d. 51-64 _____
   e. 65- _____

4. Sex
   a. female _____
   b. male _____

5. Political alliance?
   a. Democratic _____
   b. Republican _____
   c. Independent _____

6. If Independent, to which party do you lean?
   a. Democratic _____
   b. Republican _____

7. Are you
   a. employed _____
   b. unemployed _____
   c. retired _____

	Democrat	Republican
8.	Congressman Pattern _____	Congressman Hammesfahr _____
9.	Sheriff DeMarino _____	Sheriff Main _____
10.	Freeholders Capestro _____ Phillips _____ Molveneaux _____	Freeholders Indyck _____ Durler _____ Hancox _____

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11. Borough Council
Bertrand _____
Stumpfl _____

Borough Council
Mundy _____
Abbott _____

Referendum Questions

12. Should Casino Gambling be legalized in N.J.?
yes _____ no _____ undecided _____

13. Are you in favor of changing the form of government from the present system to the County Manager plan?
yes _____ no _____ undecided _____

14. Are you in favor of allocating 590 million dollars for the continuation of the Green Acres program?
yes _____ no _____ undecided _____

15. Do you support the allotment of 300 million dollars for the improvement of Mass Transportation in N.J.?
yes _____ no _____ undecided _____

BEST COPY AVAILABLE

Poll by Metuchen students shows Dems making gains

By CHRIS PECK
News Tribune staff writer

METUCHEN — A Metuchen High School student poll which predicted the results of last year's election within a few percentage points shows the Democrats ahead in Congressional, county and local races this year.

The results of the first of two polls to be conducted by the 39 students in the special class were tabulated Monday, following the 10-week random phone calling.

The class is set up under a Title III federal grant and funds provided by the state department of education as well as 50 per cent funding by the Board of Education for the second year.

The students polled approximately 450 Metuchen residents and 750 Edison Township residents. The poll showed even Republican candidates who live in either the township or borough and are running in the county and congressional races, would fall to the Democrats.

Most of the residents polled were between the ages of 36 and 50; 720 were female and 516 male.

438 were Democrats, 314 Republicans and 441 independent, and seven out of ten were employed.

The results placed incumbent Rep. Edward J. Patten, D-Middlesex-Union, far ahead of the Republican contender, Ernest J. Hammesfahr of Metuchen.

More than half for Patten

Patten, Perth Amboy, who is seeking his seventh term, drew 662 votes as opposed to Hammesfahr's 218, with 328 undecided, in the questionnaire.

The incumbent Democratic Sheriff Joseph DeMarino, Woodbridge, drew 444 straw votes while his opponent, Republican Robert V. Main of Edison, pulled 295 votes, with 432 undecided.

The freeholder race ran along the same party lines with Democratic incumbents far ahead of the Republicans but also showed a larger margin of undecided voters, 519.

The poll showed for the Democrats, Stephen J. Capestro, of Edison, 423; John A. Phillips, Madison Township, 418, and Thomas J. Molyneaux, Fords, 413.

The poll showed for the Republicans, Mayor Joseph Indyck, Monroe Township, 262; Victor Durler, East Brunswick, 247, and C. Steve Hancox, Metuchen, 286.

Although the Democrats also emerged victorious in the local Borough Council election, according to the poll, the gap was narrowed.

The Democratic incumbent John Bertrand pulled 199 votes and his running mate, Mrs. Cathy Stumpfl, a Planning Board member, pulled 191.

GOP slate trails

Republican candidate Nicholas Mundy, an attorney, received 159 votes and his running mate, Mrs. Barbara S. Abbott, long-time Republican committeewoman, pulled 146.

The undecided voters numbered 124.

Edison has no local races this year.

Two of the four referendum questions contained in the questionnaire were defeated including the controversial issue of casino gambling.

The legalization of casino gambling failed with 450 yes votes and 587 no. 170 persons polled were undecided.

Also defeated was the proposal for a change in the county form of government from the current form to a county manager plan, with 313 yes votes, and 464 no; 481 were undecided.

Approved were the Green Acres program seeking another $590 million by 481 yes votes to 377 no votes, with 340 undecided; and the $360 million for improved mass transportation in New Jersey, with 572 yes votes, 361 no votes and 250 undecided.

No poll was taken on either referendum on the involving bond issues for highway construction and senior citizen housing.

Instructor skeptical

The classes' instructor and program coordinator James McDonnell said he was a bit skeptical of the results in the two approved referendum questions.

He said he believed persons called for the poll would be reluctant to turn down a Green Acres proposal when talking to a student.

He also said for both the referendum questions where the voter is confronted by the large sums written on the ballot, the voter might hesitate before approving them.

The student program is called the Multi-District Institute of Political and Legal Education and is one of 15 in the state, McDonnell said.

It also received some direction from the Dr. John Blydenburgh, director of polling for the Eagleton Institute of Rutgers University.

Another sampling which should include close to 1,500 persons will be conducted just prior to the Nov. 5 election, McDonnell said. He believes the accuracy of the poll is due to the large number in the random sampling. He said the national Gallop poll usually only questions the same number of persons nationwide as the students are questioning in the two municipalities.

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Gambling defeat forecast

Student poll favors Dems

By CHRIS PECK
News Tribune staff writer

METUCHEN — A second sampling of 1,255 voters in Edison and Metuchen taken by Metuchen High School students predicts the Democrats will triumph and casino gambling will be defeated in tomorrow's election.

Results of the second poll ending Nov. 1 were much like the first conducted by the students in the special class, ending Oct. 18.

However, the new poll did indicate the Democrats were widening their margins over Republicans in congressional, county and local elections.

The students conducted similar random samplings with two weeks of phone calling last year and predicted the township and borough residents choices within a few percentage points of the results.

The class consists of 39 juniors and seniors and is funded by a federal Title III grant, the state Department of Education and the local Board of Education. The students also receive some direction from the Rutgers University polling center, the Eagleton Institute.

The students polled 491 township voters and 764 borough voters. The majority of voters polled were between the ages of 26 and 50. 725 were female and 530 were male, 488 were Democrats, 301 Republicans and 447 were Independents. Two out of three were employed.

The sampling showed voters were even deserting Republican candidates living in the borough or township running in congressional and county races.

Rep. Edward J. Patten, D-Middlesex Union, picked up 129 votes in this latest poll, bringing his total to 791 as opposed to his Republican contender, Ernest J. Hammesfahr of Metuchen, who only picked up 73 votes bringing his total to 291.

The undecided voters in the Congressional election number 173 but the incumbent candidate from Perth Amboy seeking his seventh term had already captured two-thirds of the vote.

Democratic incumbent for sheriff Joseph DeMarino, Woodbridge, also maintains a solid edge on the Republican's choice, Robert V. Main from Edison.

DeMarino pulled 541 votes — a gain of almost 100 since the last sampling — and Main had 357 votes, a gain of about 50. However, 357 voters also remained undecided.

The Democratic incumbents are ahead almost two to one in the freeholders race, according to the poll, and showed gains of an average 150 votes per candidate since the last sampling while the Republicans showed gains of about 25 votes per candidate.

The results showed for the Democrats, Stephen J. Capestro of Edison, 588; John A. Phillips of Madison Township, 565, and Thomas J. Molyneaux, Fords, 561.

The results for Republicans were, Mayor Joseph Indyck, Monroe Township, 290; Victor Durler, East Brunswick, 285, and C. Steve Hancox, Metuchen, 298. There were still 319 voters undecided.

Council trend similar

Borough Council candidates fared about the same with the Democrats holding a solid lead over the Republicans and with only 89 voters undecided.

The Democrats each picked up almost 200 votes since the last sampling, widening their margin over the Republicans who did not quite pull 100 each.

Results show the Democrat incumbent John Bertrand with 392 votes, and his running mate, Mrs. Cathy Stumpfl, a Planning Board member, with 376 votes.

Republicans Nicholas Mundy, an attorney, and his running mate Mrs. Barbara S. Abbott, a long-time Republican committeewoman, drew 238 votes each.

Concerning the referendums, the poll predicted 58 per cent of the township and borough voters would say "no dice" to the question of legalizing casino gambling in the state.

The actual results were 721 "no," 404 "yes" and 130 undecided. Since the last poll the no votes had grown by 134 and the yes votes had declined by 46.

County referendum close

A narrow margin of close to 100 votes defeated the proposed change of the present county form of government to a county manager system. The votes were 445 "no" and 333 "yes" but 477 remained undecided. The margin was similar in the last poll.

Voters overwhelmingly supported the whopping $590 million bonding referendum for the Green Acres program by a two to one margin with 644 "yes" votes, 351 "no" votes and 260 undecided. The referendum question had picked up about 180 votes since the first poll.

The student program is called the Multi-District Institute of Political and Legal Education and is one of 15 in the state according to James McDonnell, the class instructor and program coordinator.

McDonald said the poll was entirely run by the students this year since it was the second year and he felt the class had worked out the bugs encountered in last year's polling process. He said he is hopeful this year's results will be as accurate as the results of the initial polls, conducted prior to last year's general election.

He credits seven students with most of the work and tabulations results. They are Steering Committee heads Jane Wolansky and Jeff Salton, the Tallying Committee, Stuart Morrell, Cori Miller and Mitchel Shames and Student Advisers, Gene Kelsey and Martin Allen.

Students' pre-election polls on target

METUCHEN — Pre-election polls conducted by some Metuchen High School students predicted the exact percentage of the vote received by one victorious freeholder candidate.

The polls predictions also were within a few percentage points of the results for most of the other candidates in Tuesday's election.

This is the second year the students have conducted the polls and have predicted the winners not only of the vote in Edison and Metuchen but county-wide.

The 39 students in a political institute class conducted two voter samplings of Metuchen and Edison residents polling a total of 2,500 persons. The combined population of the borough and township is about 67,000.

The classes' coordinator, James McDonnell, said voter preference in the township and borough are usually good indications of how a party's candidate will do in the county.

This year the students zeroed in on the exact percentage number of votes carried in the two municipalities by Democratic Freeholder Stephen J. Capestro, a hefty 66 per cent.

Predictions best

The predictions of the Freeholder race results were the students' best since they called the vote for the other two candidates within tenths of a percent.

The students predicted Freeholder John A. Phillips would draw 65.7 per cent of the vote and he drew 65 per cent.

They predicted Freeholder Thomas J. Molyneux would poll 65.8 per cent of the vote and he polled 65.1 per cent.

They had more difficulty pinpointing the percentage of the vote captured by the Metuchen Borough Council candidates but they did predict the winners and who would receive the most votes.

The poll said Democratic Councilman John Bertrand would capture 62.2 per cent of the vote cast in the borough and he received 52.8 per cent.

The polls also accurately predicted the first woman elected to the council but said that Mrs. Catherine Stumpfl would poll 61.2 per cent of the vote and she received 54.5 per cent.

McDonnell explained that predictions are usually more accurate with a larger voter sample. He noted that a change of a few votes in a small sample would throw off a percentage figure which might stand when representing a larger voter sampling.

Patten race projection accurate

The student polls fell into a more accurate range again in predicting Rep. Edward J. Patten, D-Middlesex - Union as the high vote-getter giving him 73 per cent of the vote while he received 68.3.

It also predicted Democratic Sheriff Joseph DeMarino would receive 60 per cent of the vote and he topped that with 63 per cent.

McDonnell said that falling within five to six percentage points in predicting returns is considered a "very good" poll. And the students did that for all but two candidates.

The student poll predicted the defeat of casino gambling with great accuracy, projecting returns of 64.80 per cent against the issue which drew 63.49 voters against it in the township and borough.

The first poll of this year which was finished in mid-October was already forecasting defeat of the issue at a time when other polls and opponents to the issue were predicting it would pass.

Both student polls also accurately foresaw the county's charter study proposing a county manager system was doomed to fail and again with accurate percentages, calling 57 per cent opposed. In the actual vote, 61 per cent were.

Bond issue approval projected

They predicted the $200 million bond issue for the Green Acres program would carry and it did.

McDonnell was proud of this year's results. "We called every race correctly. We called the order correctly and we called the referendums."

He had been skeptical of the polls results on the bond issues, predicting passage of the Green Acres program. He said he felt "it could be difficult when a young person calls. There could be an automatic answer."

But he was pleased to note the referendum not only carried county-wide but state-wide and passage was predicted in the student poll.

McDonnell is proud of the students in the class, "They're really a great bunch of kids."

He made a point of stepping out of the picture as much as possible this year, allowing the students to conduct the poll to make the phone calls and to tabulate results themselves. And that step proved rewarding.

The class is one of 15 in the state, called the Multi-District Institute of Political and Legal Education. It is funded by a federal Title III grant, the state Department of Education and the Board of Education.

The students also are advised by John Blydenburgh of the Eagleton Institute at Rutgers University.

The project gives the students contact with the candidates, local politicians and the public, McDonnell said. He added the class receives much cooperation from local politicians, who have been keeping an eye on the students' polls.

TABULATING JOB — Totaling the results of pre-election polls are Metuchen High students Jeffrey Salton (seated left), Stuart Morrele and Gene Kelsey (standing in rear) and Jane Wolansky at calculator.

SUGGESTED ACTIVITIES

1. Invite a representative from a marketing research firm or a political pollster to show students how to prepare a valid testing instrument (a questionnaire) and design a random sampling.

2. Invite a legislator to explain how he or she surveys constituents and what effect this information has on his voting.

3. Invite a computer specialist to explain how computers can be utilized to organize and record information for analysis.

4. Involve students in community research. The class may decide to select one topic in which everyone will participate or it may prefer to divide into several small groups researching different areas of concern. Possible topics for consideration:

   a. Assessment of community/police relations.
   What are the public's attitudes toward the police?
   What are the public relation programs?
   How effective are they?
   Is there a need for "a ride-a-long" program?

   b. Assessment of recreational needs.
   What facilities and programs are available?
   What facilities and programs are needed?
   Is the community willing to pay higher taxes to support more recreational service?

   c. Assessment of youth services.
   What services are available?
   What services are most popular?
   What services are needed?
   Can these services be justified in relation to the total population?

   d. Assessment of senior citizen services.
   What services are available?
   What services are needed?
   Can these services be justified in relation to the total population?

   e. Assessment of low and moderate housing needs.
   What housing is presently available?
   What housing is needed?
   What are the community's attitudes toward an increase in low cost housing?

   f. Assessment of health services in the community.
   What are the services available?
   What services are needed?
   How could additional services be funded?
   Are the location of services in geographic proximity to those who use them?
   If not, what recommendations could be made?

SAMPLE COMMUNITY RESEARCH QUESTIONNAIRES

A. APARTMENT COMPLEX QUESTIONNAIRE

The information received from this questionnaire will be used in compiling data for a project at Rutgers--The State University. Please put a check in front of the answer that best applies to you. In some cases a short written answer is requested. Thank you for your cooperation.

1. Please list ages of people living in your household (age at last birthday)

   Husband _____ age

   Wife _____ age

   Children _____ ages

   _____

   _____

   _____

   Others (specify) _____ age

   Do your children attend public or private schools? Public _____ Private _____

2. How long have you been married? _____

3. What is the husband's usual occupation?

   Occupation _____

4. What is the wife's usual occupation?

   Occupation _____

5. Highest grade in school completed

By husband	By wife
_____ 8th or less	_____ 8th or less
_____ some high school	_____ some high school
_____ high school graduate	_____ high school graduate
_____ some college or trade school	_____ some college or trade school
_____ college graduate	_____ college graduate
_____ graduate school	_____ graduate school

6. Yearly income:

Husband's Income		Wife's Income
	None	
_____	5,000- 7,499	_____
_____	7,500- 9,999	_____
_____	10,000-12,499	_____
_____	12,500-14,999	_____
_____	15,000-19,999	_____
_____	20,000-24,999	_____
_____	25,000-29,999	_____
_____	30,000 or over	_____

7. Usual occupation of husband's father.
   (If deceased, what was his occupation) _____

8. Usual occupation of wife's father.
   (If deceased, what was his occupation) _____

9. How long have you lived at this location?
   _____ less than 6 months
   _____ 6 months to 1 year
   _____ 1 or 2 years
   _____ 3 or 4 years
   _____ 5 or 6 years
   _____ 7 or 8 years
   _____ more than 8 years

10. How many times have you moved in the last 5 years? (If you haven't been married 5 years, how many times have you moved since being married?)
    _____ 0 _____ 5
    _____ 1 _____ 6
    _____ 2 _____ 7
    _____ 3 _____ 8 or more
    _____ 4

11. Why did you move to this location?

12. Formerly, had you lived in

_____ your own house
_____ a rented house
_____ an apartment
_____ a mobile home

13. How long did you live there?

_____ less than 6 months
_____ 6 mo.-1 yr.
_____ 2 years
_____ 3-4 years
_____ 5-6 years
_____ 7-8 years
_____ more than 8 years

14. What are your plans for the future as far as a place to live? (Next few years)

_____ continue living where we are now
_____ move to another residence (please specify why you are moving and where)

_____

_____

_____

15. Do you get together with your neighbors on holidays? (Labor Day, July 4th, etc.)

_____ usually
_____ sometimes
_____ once in a great while
_____ never

16. Does anyone in this neighborhood ask for your advice or assistance?

_____ yes _____ no

If yes, how often does this occur?

_____ often _____ occasionally _____ once in a great while

17. Do you and your neighbors exchange or borrow things? (tools, dishes, recipes, food)

_____ often
_____ sometimes
_____ rarely
_____ never

18. How often do you speak to your next door neighbor?

_____ everyday
_____ more than once a week
_____ once a week
_____ once in a while
_____ hardly ever
_____ never

19. Did you know any people in your community (suburban neighborhood, mobile home park, apartment complex) before you moved in?

_____ none _____ one _____ a few _____ many

20. Do you belong to any neighborhood (or park) groups or organizations?

_____ yes _____ no

If you do belong to a group or organization, how often do you attend meetings?

_____ all _____ some _____ seldom _____ never

21. Do you do most of your visiting and socializing inside or outside this neighborhood (park)?

_____ mostly inside _____ mostly outside

22. Think of the people you have visited in the last 2 weeks. Count the number of these families or homes that were in your community (suburban neighborhood, mobile home park, apartment complex). Count the number that were outside the neighborhood.

_____ number of homes in the neighborhood

_____ number of homes outside the neighborhood

23. Some people say "These days a person doesn't really know whom he can count on." Do you think you can "count on" your neighbors when you need them?

_____ definitely

_____ probably

_____ don't know

_____ probably not

24. Would you say that people who live in apartments are:

_____ more friendly than those who live in houses or mobile homes

_____ less friendly than those who live in houses or mobile homes

_____ are not any more or less friendly

_____ not sure

25. Would you like to meet more people in the apartment complex?

_____ yes _____ no _____ don't know

26. As far as accidents (fire, traffic, falling, etc.) are concerned, do you think an apartment is

_____ safer than a house or mobile home

_____ as safe as a house or mobile home

_____ not as safe as a house or mobile home

27. As far as crime is concerned, do you think an apartment is

_____ safer than a house or mobile home

_____ as safe as a house or mobile home

_____ not as safe as a house or mobile home

28. What do you like best about living in an apartment?

_____

_____

_____

29. What do you dislike most about living in an apartment?

_____

_____

_____

30. A person feels at home in this apartment complex.

_____ strongly agree

_____ partially agree

_____ do not agree or disagree

_____ partially disagree

_____ strongly disagree

31. A person can usually feel free to drop in any time for a visit with most people in this apartment complex.

_____ strongly agree

_____ partially agree

_____ do not agree or disagree

_____ partially disagree

_____ strongly disagree

32. Aside from a possible change in occupation, it would make a great deal of difference to me if we had to move out of this apartment complex.

_____ strongly agree

_____ partially agree

_____ do not agree or disagree

_____ partially disagree

_____ strongly disagree

33. When you think about a place to live, do you think

_____ this is the only place you could ever be really at home

_____ you feel at home here, but probably would feel just as much at home in another place if you had to move

_____ there are other places you might feel more at home

_____ you don't feel at all at home here

34. About how many of your neighbor's apartments have you been in?

_____ more than 6

_____ 4 or 5

_____ 2 or 3

_____ one

_____ none

B. HOUSING/COMMUNITY QUESTIONNAIRE

1. What were your major considerations in choosing housing?

Comments:

Init. by: Int.	Resp.	
____	____	Schools
____	____	Safety
____	____	Neighbors
____	____	Economy
____	____	Convenience
____	____	Job
____	____	Availability
____	____	Privacy
____	____	Space (room)
____	____	Interior
____	____	Exterior

2. How satisfied do you think people around here feel about this community? (What do they like? What do they dislike?)

Likes:

____ very satisfied
____ somewhat satisfied
____ somewhat dissatisfied
____ very dissatisfied
____ no opinion

Dislikes:

3. A. What is a good neighbor? (Is a good neighbor someone who minds his own business?)

_____ Yes _____ No ____ No opinion

Comments:

B. How many people here are good neighbors?

Comments:

____ none
____ a few
____ many
____ all

4. Do you feel close to the people in the community?

Comments:

____ Very close
____ Somewhat close
____ Somewhat distant
____ Very distant
____ No opinion

5. How many of your neighbors greet you, say "Good morning", or say "Hello" to you on the street? (Does the individual expect a greeting?)

From:

____ Most people
____ Some
____ A few
____ None

Comments:

6. Do your children like this neighborhood? Why? Why not? (Try to ask children)

Children's feelings:

Likes:

____ Like it very much
____ Tolerable
____ Dislike it

Dislikes:

7. Are there a lot of "bad" kids in the neighborhood?

Comments:

____ many
____ some
____ very few
____ none

8. Generally, is this a good place to bring up children?

Comments:

____ the best
____ good but some problems
____ same as anywhere else
____ bad (why?)

9. Are there a lot of muggings and burglaries in this neighborhood?

Comments:

____ many
____ some
____ few
____ none

10. Are you worried about either you or your children being victimized?

Comments:

_____ very worried
_____ somewhat worried
_____ not very worried
_____ not worried at all

11. How do you think your neighborhood compares with others? (in terms of safety from crime)

Comments:

_____ better than most
_____ about the same
_____ worse than most

12. Do you feel safe walking around at night in your neighborhood?

_____ perfectly safe
_____ fairly safe
_____ not very safe
_____ very unsafe

13. Do you ever NOT go somewhere you might want to go because it is unsafe?

_____ Yes _____ No

14. How do you feel about the management? (Apts. & Mobile homes) *Specific* complaints.

15. Did you register to vote in the last election?

_____ Yes _____ No

If yes, for which party did you register?

_____ Democrat
_____ Republican
_____ Independent

Did you vote? _____ Yes _____ No

16. What kind of people live in mobile homes? (For those living in apts. or private homes.)

OR

What do you believe other people think about mobile home dwellers?

17. Should we have more mobile homes? Why? Why Not?

What about for old people and low income families?

18. For mobile home residents – How could the state government help the problems of people living in mobile homes?

C. PUBLIC OPINION QUESTIONNAIRE

CITIZENS' COMMITTEE FOR GOALS AND OBJECTIVES*
Parks, Recreation, and Open Space

In order to obtain the opinions of as many citizens of Huntington Beach as is possible, we ask you to fill out the following questionnaire and return it to the City Administrator, City Hall, P.O. Box 190, Huntington Beach 92648 by December 6.

1. What is your *overall* impression of the parks and recreation facilities in Huntington Beach compared with other communities where you have lived or visited?

   _____ adequate _____ excessive _____ inadequate

2. What items do you feel need special attention. Indicate the items below you feel are inadequate ("I") or excessive ("E") and reasons ("too small", "not enough", etc.). Add other items in spaces provided.

   _____ swimming pools
   _____ grassy and natural open space
   _____ lakes
   _____ tennis courts
   _____ wildlife and botany preserves
   _____ model boat, plane or car facilities (R/C)
   _____ indoor recreation buildings

   _____

   _____

   _____

3. Is there a city park within easy distance of your home?

   _____ yes _____ no _____ don't know

4. If you answered yes, how often do you go to the park?

   _____ never _____ at least once a day _____ once a week
   _____ once a month

*NOTE: This questionnaire was designed by a citizens' group in a southern California city of 150,000 residents. It was mailed to approximately 1,000 homes on a random basis through the city finance department using water billings. The questionnaire resulted in a 27% response, considered quite high by professional pollsters. There were only two background questions asked--type of housing and age. The survey might be improved by such additional questions as income, number of children and age of the children in the household, length of residency in the city.

5. If you go to the park, what particular facilities attract you?

_____ open space _____ play equipment _____ tennis courts

_____ basketball _____ meeting rooms other:

_____, _____, _____

6. Are any improvements needed at the park? Specify _____

What is the name or location of the park? _____

7. If you don't go to the park, are there any facilities or features which, if available, would attract you to the park? _____

_____

8. Do you feel you are receiving adequate information about the city's parks and recreation facilities?

_____ yes _____ no

9. What would be the best way of informing you of city facilities and activities? _____ newspapers _____ door to door flyers (H. B. Sands) _____ notices in utility bills _____ notices in shopping centers _____

10. What do you think is the best way of obtaining funds to purchase land for parks and open space?

_____ federal grants _____ private donations, _____ general obligation bonds _____

11. What do you think is the best way of obtaining funds for maintaining the parks once they are built?

_____ property tax _____ sales tax _____ special assessments (on utilities, for example)

_____ user fees

_____, _____, _____

12. Should land for parks and open space be purchased only as needed, or should the city have the flexibility to acquire prime park land when it becomes available? _____ as needed _____ flexibility

13. How much would you agree to pay in increased taxes over your present rate to expand, improve or maintain the city's parks and recreation facilities? _____ 10¢ per month _____ 50¢ per month _____ $1 per month _____ $ _____ per month _____ none

14. How much involvement should citizens have in the planning of a nearby park?

_____ considerable, approve plans, costs, etc. other details

_____ some, offer advice, general philosophy

_____ none

15. Do you use city indoor recreational facilities?

_____ yes _____ no _____ don't know of any

16. If you answered no, what is (are) your reason(s)? _____ too far to go _____ too crowded _____ nothing of interest _____

17. What changes or improvements would attract you to the city indoor recreational facilities? _____

_____

_____

18. Do you use the nearby beaches? _____ frequently _____ occasionally _____ no. Which ones? _____ City beach _____ Huntington State Beach _____ Bolsa Chica St. _____ Oil Company

19. What additional facilities are needed at the beach? _____ parking _____ food stands _____ restrooms _____ easier public access _____ showers and changing rooms _____

20. How do you think *privately owned* beach property should be treated?

_____ to be developed by the owner with no public access or use

_____ to be developed by the owner but with public access and use

_____ to be designated as an irreplaceable natural resource to be purchased with public funds and set aside for exclusive public use.

21. Would you like to see fuller recreational and open space use of the flood control channels, the Santa Ana River, and the Edison power easements? _____ yes _____ no _____ suggested uses

_____

22. Would you like to see a system of bicycle trails developed throughout Huntington Beach? _____ yes _____ no.

23. For what purposes other than recreation, would you use the bike trails? _____ shopping _____ exercise _____ go to work _____

24. Should park space be set aside for outdoor recreation uses of senior citizens and retired persons, such as game tables, lawn bowling? _____ yes _____ no.

25. Would you like to see city facilities for overnight camping developed? _____ yes, for families _____ non-profit youth groups _____ beach location _____ inland location _____ no.

26. The Central City park is master planned for about 400 acres, but only about half has been acquired. Do you favor the acquisition of the balance of the park land, which will include the active sports and revenue producing areas, such as golf and equestrian centers, or should city's resources be spent more on neighborhood parks? _____ Central City Park _____ Neighborhood parks

27. Would you object to commercial development (such as food stands, bike rentals) in some parks as a source of revenue for the city for park maintenance? _____ no _____ yes

28. Please indicate the type of dwelling you live in and your age group.

_____ apartment	_____ under 20
_____ condominium	_____ 20 to 30
_____ single family house	_____ 30 to 39
_____ mobile home	_____ 40 to 49
	_____ 50 to 59
	_____ 60 and over

Thank you for your time.